

# Chapter 2

## Section 1

67

INDIANA DEPARTMENT OF CORRECTION  
JUVENILE SERVICES DIVISION

STUDENT RIGHTS AND RESPONSIBILITIES  
ORIENTATION INFORMATION SHEET

**STUDENT RIGHTS:**

- You have the right to be treated respectfully and fairly.
- You have the right to be informed of the rules and procedures of the facility.
- You have the right not to be subjected to corporal punishment, harassment, intimidation, threats, harmful assault or humiliation.
- Loss of meals, sleep, showers, mail, legal representation or recreation will not be used as a form of discipline.
- You have the right not to be discriminated against because of race, national origin, color, creed, sex, or physical handicap and will have the same access to services and programs.
- You have the right to participate in religious services and religious counseling on a voluntary basis, subject only to the limitations necessary to maintain order, safety and security. You have the right to have access to clergy, spiritual advisors, publications and related services that allow you to adhere to your religious practices.
- You have the right to nutritious meals, proper bedding, clean clothing, daily showers, toilet facilities, adequate lighting, proper ventilation for warmth and fresh air and to an overall safe environment that is maintained in compliance with state and local fire and safety laws and regulations.
- You have the right to appropriate medical and dental treatment.
- You have the right to send and receive mail.
- You have the right to have access to the courts and to call, write and meet with an attorney. If you do not have an attorney and you feel there are grounds that test the legality of your commitment, you have the right to be represented by an attorney from the Public Defender's office.
- You have the right to report any problems or complaints you have during your placement without fear of reprisal or punishment.
- You have the right to a free and appropriate education.

*Section II*  
**Social Growth and Development**

**A. Thinking Errors**

This section of the program will focus on risky vs. appropriate thinking, paying attention to our thinking, thinking reports, and finding new thinking.

**PROGRAM MATERIALS**

1. Individuals will complete Lessons 5-9 of the Thinking For A Change Cognitive /Behavioral Program
  - A. Lesson 5 – Our Thinking Controls How We Act
  - B. Lesson 6 – Paying Attention to Our Thinking
  - C. Lesson 7 – Recognizing the Thinking That Leads to Trouble
  - D. Lesson 8 – Finding New Thinking
  - E. Lesson 9 – Using Thinking Check Ins

# 5

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## Our Thinking Controls Our Behavior

### SUMMARY AND RATIONALE:

This lesson demonstrates how thoughts, feelings, and attitudes control the way people act. A conflict between an "authority" and an "offender" is presented in a role play, and the class is asked to guess what thoughts and feelings each person is having. Students see in a realistic situation how thoughts, feelings, and attitudes lead to predictable patterns of acting. They also practice the process of "objective detachment" in looking at the thoughts, feelings, and attitudes behind our actions. The lesson ends with an explanation of the 3 steps of Cognitive Self Change: 1) observe our thinking and feelings, 2) recognize the risk of our thinking and feelings leading to trouble, 3) use new thinking to reduce that risk.

### CONCEPTS AND DEFINITIONS:

**Thoughts:** ideas or words in our mind.

**Feelings:** emotions that go along with our thoughts

**Attitudes:** the thinking that goes on behind our particular thoughts and feelings.

### **OBJECTIVES:**

As a result of this session, participants will:

1. recognize how thoughts, feelings and attitudes lead to predictable patterns of behavior.
2. practice "objective detachment" in observing and describing thoughts, feelings and attitudes.
3. understand the three steps of Cognitive Self Change.

### **MAJOR ACTIVITIES:**

1. Homework Review
2. Overview of Lesson (Brief)
3. Present a scenario demonstrating a conflict between an offender and someone in authority
4. Identify the thoughts and feelings of each player in the scenario
5. Identify the underlying attitudes of each player in the scenario
6. Predict the future behavior of each player based on their thoughts feelings, and attitudes
7. Present the "Cognitive Principle"
8. Present the three steps of Cognitive Self Change
9. Apply the three steps of Cognitive Self Change to the demonstration scenario
10. Wrap up
11. Assign Homework

### **SUPPLEMENTS:**

- Overhead Transparencies:  
Our thoughts, feelings and attitudes  
Cognitive Self Change
- Handouts:  
Homework

### **EQUIPMENT:**

- Easels (2) with Chart Paper
- Markers
- Masking Tape

# LESSON

## CORE CONTENT

## NOTES

### Activity 1: Homework Review

If the optional social skills lessons (2,3,4) were omitted, there is no homework for this lesson.

If optional social skills lessons were covered review the homework from lesson 4.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

### Activity 2: Overview of the Lesson

We're going to look at how people's thoughts and feelings control the way they act. This is an important idea, because it points to a way we can control our own ways of acting by controlling our ways of thinking.

### Activity 3: Present a scenario illustrating conflict

Let's start by imagining a scene between two people.

Set up a role play that displays a conflict between an offender and someone in authority. (E.g., a probation officer, a correctional officer, or a police officer.) The

role play will show an escalating conflict in which the offender feels unfairly treated and bullied by the officer, and the officer feels that the offender is rude, defiant and criminal

Example: a police officer suspects a young man of dealing drugs and tells him to move away from a public telephone. The officer ignores several other young people who happen to be standing near the telephone.

Example: a probation officer knows that this particular client is defiant of authority and wants to set especially clear limits. The client is ten minutes late for an appointment, and the officer lectures the client on the importance of responsibility and threatens to violate his probation.

Example: a correctional officer keeps an inmate waiting at the door of his living unit while the officer finishes a conversation with another officer about the duty schedule for the next work shift. The inmate expresses irritation with sarcasm ("Take your own sweet time.") The officer expresses irritation at this by asserting his authority in a gruff tone. ("Jones, you stand behind that line until this door is open and you're cleared to pass." He points to a line on the floor some feet behind where the inmate is standing.)



The role play will consist of an escalating conflict, with each side getting more and more angry. It will stop safely short of violence, but will show the possibility of violence or other serious consequences.

It's also important that neither side be completely in the wrong or completely in the right. The point is to demonstrate two conflicting points of view in a familiar kind of conflict situation.

Facilitators may recruit group members to play parts in the role play. Or two staff can play both parts. Staff should play the authorities.

You can let the class watch and listen as you set up the role play with the players.

Keep the preparation brief and low key. Keep it simple. Introduce the role play to the class with very little explanation:

We're going to show a scenario between an officer and an offender.

Do the role play. When the conflict is clearly represented, stop the role play and ask the class:

#### **Activity 4: Identify the thoughts and feelings of each player**

How would you describe the way these two people are acting toward each other?

Get a few responses.  
Point out this was an escalating scene.

Let's look at the players one at a time. How would you describe the way the officer is acting?

Get a few responses.

How would you describe the way the offender is acting?

Get a few responses.

Don't be critical of the answers (assuming they are within the bounds of reason). Practice and display a completely objective point of view toward the scenario itself and the answers offered by the class.

How do you think each of these people is thinking and feeling? Let's look at them one at a time. Assuming this is a typical kind of conflict—a kind of conflict you have seen before—what do you think is going on in the mind of the inmate? What are his thoughts while this is happening?

Encourage lots of answers. Write down on chart paper each thought suggested by any member of the class. (Or have your co-trainer write while you speak.)

Label the list "thoughts."



After you get several reasonable guesses, ask:

Add the feelings the group suggests to the thoughts already written on the flip chart.

What do you think he is feeling?

Label these "feelings."



Put this sheet on the wall so that the group can see it while they answer the next question

OK. That looks like a reasonable guess about what might be going on

On a new sheet, write every thought suggested.

inside this inmate's mind. Now let's look at the officer

What do you think the officer is thinking?

What do you think he is feeling?

It looks like we have a pretty good picture of what's going on—or what might be going on—inside the minds of each of these people.

#### **Activity 5: Identify the underlying attitudes of each player**

Do you think these people are expressing a definite attitude or mind-set? What kind of attitude does the officer have?

Label this list "*Thoughts.*"

Add the feelings to the sheet.  
Label this list "*Feelings.*"

Step back and look at both sheets together.

Encourage a brief discussion. You want to be sure everyone is giving full attention to the thinking and feelings displayed.

Ask, for instance, "Do the thoughts and feelings we have written down seem realistic to you? Is their thinking the same or different? Do they have the same kind of feelings?"

But the point is not to find a lesson in the content of the thoughts and feelings. The point is to practice objectively observing thoughts and feelings.

Get the class to agree on one or two fairly obvious attitudes, and add them to the officer's sheet. Label them "Attitudes."

Ask if they think the officer might have certain beliefs that influence the way he acted in the situation. Write these down and label them "beliefs." (Prompt the group by asking what kinds of beliefs about inmates he might have.)

Encourage the class to guess. Of course, we cannot know for sure.

What kind of attitudes and beliefs does the offender have?

But we can make reasonable guesses based on what we observed of his behavior.



Write the offender's **Attitudes** on the chart paper, and label them.

Do the same with **Beliefs**.

Remember: You must clearly demonstrate a totally objective attitude to all of this information.

### Activity 6: Predict the players' future behavior

Based on these thoughts, feelings, attitudes and beliefs, do you think we can predict how these people will act toward each other in the future?

For instance, if nothing happens to interrupt the scenario in our role play, what might eventually happen?

Suppose this situation doesn't get as far as violence. Suppose the officer continues to threaten the inmate and because there are lots of other officers around and the inmate doesn't want to get into really big trouble, he eventually shuts up and does what he is told to do.

Is that going to be the end of the story?

Group members should be able to predict violence or revenge on the part of the inmate, and some kind of punishment on the part of the officer. If they don't, suggest these consequences yourself.

Get responses that indicate it won't be.

Suppose this inmate holds on to these thoughts and feelings and attitudes. What might happen later on?

Suppose the officer holds on to these thoughts and feelings and attitudes. How do you think the officer is going to act toward the inmate?

It's pretty clear, isn't it? The thoughts and feelings and attitudes that these people have makes it pretty predictable that there will be more conflict in the future. We can't tell exactly what this conflict might be—that will depend on circumstances that come up. But as long as they have these thoughts and feelings and attitudes, the trouble isn't going to go away.

#### **Activity 7: Present the Cognitive Principle**

This is one example of the main idea behind this program.

Reinforce the idea that the inmate might look for chances to cause trouble for the officer or get revenge.

Remind the class to look at the particular thoughts and feelings and attitudes that the officer is experiencing.



**Our thoughts, feelings and attitudes...**

**...control how we act.**

Lesson 5

OH #1

Our Thinking Controls Our Behavior

Most of the time our thoughts and feelings are pretty automatic. We think and feel pretty much out of habit. But we can learn to take control of the way we think. And if we do that, we take control over our feelings too.

This is what this course will teach.

We are going to learn how to control our feelings and our actions by controlling our thinking.

### **Activity 8: Present the three steps of Cognitive Self Change**

We call this process, "Cognitive Self Change." Cognitive Self Change is a simple skill for controlling our lives by controlling our thinking. It has 3 steps:



#### **Cognitive Self Change**

1. Pay attention to our thoughts and feelings.
2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
3. Use new thinking that reduces that risk.

Lesson 5

OH #2  
Our Thinking Controls Our Behavior

For the next few group meetings we'll practice these steps, starting with step 1.

### **Activity 9: Apply the three steps of Cognitive Self Change to the scenario**

For now, let's see how these 3 steps might fit the scenario we just looked at.

By listing these thoughts and feelings we have done Step 1 for these two people. In real life, Step 1 means that we observe our own thoughts and feelings while we are actually having them.

We all agreed that these thoughts and feelings were likely to lead to

Point out the flip chart sheets listing each person's thoughts and feelings

future conflict between these people. This is what it means to see the "risk" in thoughts and feelings. Risk means the risk of leading to trouble. This is Step 2.

Now, Let's try Step 3: What new ways of thinking might these people use if they were going to avoid trouble in the future?

Encourage suggestions. The idea is to get the class to recognize that there are alternative ways of thinking that might avoid the trouble that seems inevitable. The practical ability to imagine new ways of thinking will be developed in future lessons.

### Activity 10: Wrap Up

1. We can pay attention to thoughts and feelings just as we can pay attention to actions.
2. We can recognize how some thoughts and feelings result in very predictable ways of acting.
3. People can change their actions by changing their thoughts, feelings, and attitudes.

Review the class content. Be sure to mention the following points.

Challenge participants to be sure they grasp these ideas and appreciate their suggestions.

### Activity 11: Assign Homework



Think about 2 situations when you had a conflict with another person. What were your thoughts and feelings at the beginning of the situation?

What were your thoughts and feelings as the situation developed?

Write down the thoughts and feelings you can remember.

We'll review these situations and your thoughts and feelings at our next meeting.

**Note: Keep easel chart papers describing offender and authority thoughts, feelings, and attitudes to use in Lesson 6.**



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## Paying Attention to our Thinking

### SUMMARY AND RATIONALE:

This lesson teaches the technique of "thinking reports." Thinking reports are the main technique for objectively observing our own thoughts and feelings and attitudes.

### CONCEPTS AND DEFINITIONS:

Thinking report: a structured objective report of our thoughts and feelings, with 4 parts: 1) a brief description of the situation, 2) a list of the thoughts we had, 3) a list of the feelings we had, 4) a list of the attitudes or beliefs we had.

Objective Process: without blame, without excuses, and without argument. An objective thinking report is like a tape recording of what was happening in our mind.

### OBJECTIVES:

As a result of this session participants will:

1. learn how to use thinking reports to observe and report their thoughts, feelings, attitudes, and beliefs.
2. begin to recognize the thoughts, feelings, attitudes, and beliefs that lead them into conflict with other people.
3. begin to establish as a group norm an objective, non-argumentative frame of reference to examine thoughts, feelings and behaviors.

### MAJOR ACTIVITIES:

1. Homework Review
2. Overview of lesson (brief)
3. Present the four parts of a thinking report and illustrate them by the scenario from Lesson 5
4. Present a sample thinking report
5. Explain the meaning and importance of objectivity in thinking reports
6. Each participant presents a thinking report
7. Wrap up
8. Assign Homework

### SUPPLEMENTS:

- Overhead Transparencies:
  - Cognitive Self Change (see Lesson 5)
  - Thinking Reports - Definition
  - Thinking Report Form
  - Objective Means
  - Attitudes and Beliefs
  - We are our own authority
- Handouts:
  - Homework - Thinking Report

### EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking Tape

# Lesson

## CORE CONTENT

## NOTES

### Activity 1: Homework Review

Ask each participant in turn to report briefly on one example of conflict. (They prepared two examples as their homework assignment from their last lesson.) Encourage each participant to identify at least one thought and one feeling they experienced at the time.

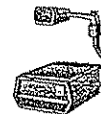
Keep it very simple. As a norm, take no more than thirty seconds for each to describe their situation, and no more than one minute to report their thoughts and feelings.

The goal is to make this a very objective and matter - of - fact exercise.

### Activity 2: Overview



In our last class we looked at the kinds of thoughts and feelings and attitudes people can have when they are in conflict with each other. We also learned the 3 steps of Cognitive Self Change.



Display the overhead listing the three steps.

- Cognitive Self Change**

  1. Pay attention to our thoughts and feelings.
  2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
  3. Use new thinking that reduces that risk.

Lesson 5

OH #2  
Our Thinking Controls Our Behavior

Today we're going to practice the first step. We do this step by doing what we call "thinking reports."

**Activity 3: Present the four steps of a Thinking Report (TR)**

A thinking report is a way of reporting the thoughts and feelings we have in a particular situation.



**Thinking Reports**

1. A brief, objective description of the situation.
2. A list of all the thoughts you had in that situation.
3. A list of all the feelings you had in that situation.
4. Attitudes or beliefs behind your thoughts and feelings.

Lesson 6

OH#1

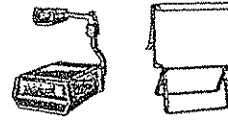
Paying Attention to Our Thinking

Review the two lists of thoughts and feelings from lesson 5. Point out how each report listed the thoughts and feelings that each person had in the scenario, and also listed some attitudes and beliefs each person had.

We need to add a brief, objective description of the situation.

What do we need to add to make these complete thinking reports, according to the definition on the chart?

Let's do that. What can we write for a brief, objective description of the situation from the point of view of the offender?



Thinking Report	
Situation:	_____
Thoughts:	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
Feelings:	_____
Attitudes and Beliefs:	_____
Lesson 6 Paying Attention to Our Thinking	
OH #2	

Any description is OK as long as it is brief, accurate, and objective. Insist that these criteria be met.

If a suggestion is long, ask how that description could be made shorter. Point out that we're not interested in the story of what was going on. We're interested in the thoughts and feelings that the people had inside their heads.

If a suggestion is subjective and includes emotional language or judgments of what is right or wrong as part of the description, point out where the description is not objective.

Point out that feelings and thoughts about right and wrong are a very important part of the report, but that they belong below the situation, in the thoughts and feelings section.

The ability to write a brief, objective description of a situation is a basic

skill that will be used throughout the program. It is a key step in Problem Solving (Module 2).

Add a brief, objective description of the situation to the offender's report.

Point out that the description is different from the two different points of view, but both can be completely objective and accurate.

Have the class agree on wording, then add a brief, objective description of the situation to the officer's report.

Now let's do the same thing for the officer's report.

#### **Activity 4: Present a sample Thinking Report**

Here's an example of a thinking report done by a member of another group.

Explain the situation: A young man was on supervised release from jail. Because he was on intensive supervision, the authorities checked on him several times a week. He was often caught doing small violations, like being late coming home from work, or talking to people he was not supposed to talk to, or being in places he was not supposed to be.

He was asked to do a thinking report on a time he went to visit friends when he wasn't supposed to.

Present the TR on a flip chart. (Have it written before group.)



**Situation:** I was in trouble for being out of the area.

**Thoughts:**

- 1) I know that if I do these things I will be going back to jail.
- 2) It's really starting to get to me.
- 3) I feel locked up in my own apartment.
- 4) I really resent this
- 5) I shouldn't have to follow these rules.
- 6) Maybe it would be better to just go back to jail and get my sentence over with.
- 7) I feel like I'm not in charge of my life anymore.
- 8) I can't stand it.

**Feelings:**

Uncomfortable, angry, controlled, threatened

**Attitudes and Beliefs:**

Nobody has the right to control my life.  
If I let them do this to me I'm a nobody.

It's important that class members see how a thinking report lets us look inside our thoughts and feelings. Encourage discussion by asking questions like: "Do you understand how he felt?" "Have you ever had thoughts and feelings like these?" "What other thoughts and feelings do you think this person might be having, in addition to the ones he listed?"

Class members may identify with the person in the report and defend his way of thinking. That's OK, but take care as the teacher not to imply any personal judgment at all as to whether the thoughts and feelings are good or bad, justified or unjustified.

### **Activity 5: Explain the nature and importance of objectivity in Thinking Reports**

A thinking report is like a microscope that lets us look inside our heads and see the thoughts and feelings that are going on there.

With thinking reports, we see our thoughts and feelings exactly as they are. We don't make judgments. We don't blame and we don't make excuses. A thinking report is completely objective.

The objectivity of a thinking report is the key to making Cognitive Self Change work. Reinforce this objectivity at every opportunity. Make your own objectivity very clear, especially when class members give reports of their own. It helps to repeat some of the report being given, using a purely objective tone of voice. Write down the reports, numbering the thoughts and being absolutely neutral about the content reported, no matter what it is. Demonstrate being an "objective scientist" examining pure information.



#### **Objective means:**

**Without excuses**  
**Without blame.**  
**Without argument.**  
**Without story-telling.**  
**Like a record or tape recording.**

Lesson 6

OH#3  
Paying Attention to Our Thinking



## Activity 6: Each participant does a Thinking Report

Now I want to ask you to do thinking reports of your own.

Call on a group member by name and ask him or her if they will be willing to do a thinking report based on a conflict situation they thought about as part of their homework assignment

Be casual. Make the task as non-threatening as possible. Assure them, if necessary, that this will be a simple task.

OK. You tell us about the conflict situation you were involved in and I'll ask you and other members of the class for advice in how to write it down in the form of a thinking report.

Have the person describe the situation they are reporting on. Let them take their time and let them tell as much detail as they want to. Ask questions if you need to in order to get a clear and complete picture of what was going on. This is all preliminary to the thinking report itself. Don't write yet.

Then I'll write it on the flip chart.  
OK?

Start by just telling us about the situation in your own words. After you talk about it a little bit, we'll write your thinking report.

When the situation is clear and you have an idea of how the person was thinking and feeling about it, turn to the thinking report proper.

OK. Now let's put this down in the form of a thinking report. First, how shall I describe the situation, briefly and objectively?

Ask the person who is giving the report. Then ask the group if they can describe the situation even more accurately, more briefly, or more objectively. Then ask the person giving the report how he or she wants to define the situation.

Make a point of making the individual client the final authority in this and all other aspects of their own thinking report.

Label the top of a flip chart sheet "SIT" (for situation). Then write down the brief, objective description the client has settled upon.

Label the next section of the report "TH." Then write down each thought the client remembers having.

Ask a few simple, probing questions if they get stuck. Examples: "Do you remember the very next thought after this one?" "When you had this thought, did you have more thoughts about the person?" The person may have expressed some thoughts while they were describing the situation that they aren't remembering now. Remind him or her of these. If they get stuck remembering thoughts, ask for their feelings, then go back and see if remembering these feelings helped them remember any more thoughts.

But keep the process brief and simple. The major point is to demonstrate how easy it is to do a thinking report

List the feelings as they name them or describe them. Use their words. Don't translate their words into other terms. You want to emphasize that they are the authority on their own thinking

Now let's get the thoughts you were having during this situation. What was the very first thought in your mind when this situation started to happen? Can you remember?

OK. Good job. Now let's look at your feelings. Can you remember what feelings you had?

report. Feelings that seem to be more like thoughts than feelings are OK. List them as feelings if that's how the client presents them.

Ask a few simple probing questions to help them remember more details of their feelings. Example: "When you had this thought about the other person, do you remember what you were feeling then?"

When you have written a few feelings and the client doesn't remember anything else to add to their report, stop. Reinforce their effort.

Good job. This is exactly what a thinking report is supposed to be.

1. You gave a brief, objective description of the situation.
2. You listed a number of thoughts that you had, just as you remember having them.
3. And you listed your feelings that went along with those thoughts.

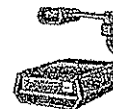
Now let's try to go one step further and find any attitudes or beliefs you were having during this situation.

Attitudes or beliefs are the kind of thinking that goes on behind our thinking.

*Because...  
Victim's spouse  
Exerting control*

It may be hard to put our attitudes and beliefs into exact words.

Review the parts of the report so far.



#### Attitudes and Beliefs:

#### The Thinking Behind Our Thinking

Lesson 6

OH#4  
Paying Attention to our Thinking

Ask the client.

Do you think there was an underlying attitude or belief that you were expressing with these thoughts and feelings?

Reinforce any plausible suggestions.

Then ask the group for suggestions. Do they think they see signs of a general attitude or belief in the report? Encourage them to guess. Then turn back to the person to have the final word.

Try to pull out at least one underlying attitude or belief that may not have been expressed as a specific thought.

Very good. Your report is a clear, complete picture of what you were thinking and feeling.

Remember, you are reinforcing their performance in giving a thinking report. You are not reinforcing (or condemning) the content of their thinking or their behavior in the situation.

This is how we do thinking reports.

We practice being completely objective. We don't make judgements. We don't blame. We don't make excuses for our thinking. We don't make suggestions about how we should have thought or how we could have thought. We just report our thoughts and feelings exactly as they were.

The rest of us try to help the person give their thinking report. We can ask questions and make suggestions about how they might have been thinking. We try to help them remember more thoughts and feelings and attitudes and beliefs.

But the person giving the report is always the final authority about how they were thinking.

That's one principle that holds true all the way through this program.



We are our own authority:

- How we think
- How we feel
- How we act

Lesson 6

OH#5  
Paying Attention to Our Thinking

We don't make judgments and we don't tell people how they are supposed to act or how they are supposed to think.

Each individual is always the final authority about how they think and how they are going to think.

The program will teach you important skills to give you more options and more control over how you think and how you feel and how you act.

It's up to you to decide if and when to use them.

Let's do some more thinking reports.

These are all good thinking reports.

Ask for questions. Encourage enough discussion to assure that people are grasping the main ideas.

If the class truly accepts the principle that in this class "We are our own authority," the ground is set for a cooperative relationship, without the power struggle that goes on when offender feel they are being made to do something, or are being told there is something wrong with how they are.

Have each class member give a thinking report in turn, following the same steps as the first report, described above.

Be very supportive and encouraging. Give lots of praise for doing it right. Remember: you are

reinforcing their report, not the thoughts they had or the actions that came out of them. Practice strict objectivity—no judgment, right or wrong—about their thinking and behavior.

In the next few classes, we'll look more closely at the thinking that comes out in our thinking reports, and find the particular thinking that gets us to do things that get us into trouble.

Make sure each member gives a real thinking report. When they get off track (for instance, if they start "story telling" while they are reporting their feelings. Or if they start to justify their thinking) bring them back on track. Be a coach, not a policeman.

Brief reports are OK. It doesn't matter that they remember lots of thoughts and lots of feelings. What matters is that they stretch their memory to remember as much as they can, and that they give their report in the objective format of Situation, Thoughts, Feelings, and Attitudes/Beliefs.

When the whole class has successfully presented a thinking report, summarize what they have accomplished.

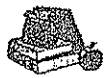
### Activity 7: Wrap Up

The hardest thing about doing thinking reports is to let them be as simple as they really are. We need to remember to avoid judgement. Don't bother with excuses, explanations, or worrying about "better" thoughts we might have had. Later on, we will learn how to change our thinking and replace old habits of thinking with new ways of thinking. But the first step is to look at exactly what our thinking is now. To do that, we

report our thoughts and feelings and attitudes and beliefs exactly as they are.

In the next class, we'll do thinking reports on some situations when we actually broke a rule or hurt someone. Then we will try to see how our thoughts and feelings led us to do what we did. This is step 2 of cognitive self change: recognizing the thoughts and feelings that lead to trouble. We'll be completely objective. We won't make judgements or cast blame. We will practice a non-judgmental, objective point of view.

#### **Activity 8: Assign Homework**



Pick 1 situation when you broke a rule or hurt someone and review in your mind the thoughts and feelings you had at the time. Then write a thinking report on that situation. Follow the four parts of a thinking report.

The situation can be a time when they hurt someone emotionally, hurt someone while breaking a societal norm or physically hurt someone.

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## Recognizing the Thinking that Leads to Trouble

### SUMMARY AND RATIONALE:

Step 2 of Cognitive Self Change is recognizing the thinking that leads to trouble. (It is based on Step 1: observing our thoughts and feelings.) This lesson explains and practices Step 2 with a sample thinking report and thinking reports of group members on situations when they broke rules or hurt someone in the past.

### CONCEPTS AND DEFINITIONS:

**Risk Thinking:** Thoughts or attitudes that might lead to trouble. Note: risk thinking includes both high risk (when the likelihood of doing something to get in trouble is very great) and low risk (when there is only slight risk of doing something to get in trouble).

### OBJECTIVES:

As a result of this session, participants will:

1. be able to identify thoughts and feelings that have led them to trouble in the past.
2. adopt an objective point of view in describing the risk in their thoughts and feelings.



### MAJOR ACTIVITIES:

1. Homework Review
2. Overview of Lesson (brief)
3. The group practices step 1 (observing thoughts and feelings) and step 2 (recognizing the risk in these thoughts and feelings) based on the sample thinking report presented in Lesson 6
4. Individual group members practice step 1 and step 2 based on thinking reports of their own when they broke a rule or hurt someone
5. Wrap up
6. Assign Homework

### SUPPLEMENTS:

- Overhead Transparencies:  
Cognitive Self Change (see Lesson 5)
- Handout:  
Thinking Report Form (from Lesson 6)

### EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking tape

# LESSON

## CORE CONTENT

## NOTES

### Activity 1: Thinking Check In and Homework Review

Have each participant present their Thinking Report on a situation when they broke a rule or hurt someone. Ask them to begin by describing the situation informally, but briefly. Then ask them to read their Thinking Report, without further comment or explanation.

Ask for clarification only when necessary for understanding. Keep the exercise as simple as possible.

Coach individuals as necessary to get them to report the four parts of a Thinking Report objectively.

### Activity 2: Overview



In the last class we learned how to do thinking reports. By doing objective thinking reports we were practicing Step 1 of Cognitive Self Change. Step 1 is to observe our thoughts and feelings.

Today we are going to practice Step 2.

Ask someone in the class to define Step 2. Make sure they get it right.

Now display the overhead of the 3 steps.



### **Cognitive Self Change**

- 1. Pay attention to our thoughts and feelings.**
- 2. Recognize when there is risk of our thoughts and feelings leading us into trouble.**
- 3. Use new thinking that reduces that risk.**

Lesson 5

OH #2  
Our Thinking Controls Our Behavior

When we do Step 2, we always start by doing step 1. We look at what our thoughts and feelings were before we try to identify which of these thoughts and feelings have risk of leading to trouble.

We're going to work with situations when we actually broke a rule or hurt someone in the past. By looking at these situations we can see what parts of our thinking led us to do the things that we did.

### **Activity 3: Practice Steps 1 and 2 with sample Thinking Reports**

But we'll start with the sample thinking report we worked with last time.

Good. We've done Step 1: We've observed the content of this person's thinking and feeling.

Now let's do Step 2.

What thoughts do you think helped lead this person to break the rule about being out of area?

Display the sample thinking report from the last class: "I was in trouble for being out of area."

Review the content of the report briefly, just until everyone remember it clearly and "thinks their way back into" the mind-set of this sample offender.

Encourage suggestions and speculation. In this report all the thoughts and feelings helped lead

the person to break the rule. But get the group members to identify particular thoughts. Have them explain how this thought led to that behavior.

Good. Now what about the feelings? Did this person's feelings have anything to do with them deciding to break the rule?

After a few successful suggestions

Encourage the same kinds of suggestions as above. Be sure to have each suggestion backed up with an explanation of how the feeling led to the behavior. If no one in the class notices it, point out that breaking the rules might be the only way this person thought of for escaping the feeling of being controlled by the rules

Good. Now how about the attitudes and beliefs? Did they have anything to do with this person deciding to break the rules?

Repeat the process as above, focusing on the attitudes and beliefs. These are attitudes or beliefs that pretty clearly lead to defiance of rules and authority.

Do you think these attitudes or beliefs are likely to lead this person into other kinds of trouble?

The class should be able to see the obvious connections. Some members might be able to recognize similar attitudes or beliefs in themselves.

#### **Activity 4: Participants practice Steps 1 and 2 using their own Thinking Reports**

Now let's work with our own thinking reports.

Pick a member to begin. Ask them to read their thinking report on a time they broke a rule or hurt someone.

Help guide him or her through the thinking report process: Get

him/her to describe the situation informally, but briefly and objectively. Then ask them for the thoughts they can remember having. Then ask them for the feelings. Then ask for the attitudes or beliefs. Take notes. Then write down the thinking report on a flip chart.

Take time to do Step 1 clearly and completely.

Get more details of his/her thoughts, feelings, and attitudes.

Get group members to ask probing questions and to make guesses about what the person might have been thinking or feeling. This process can help the person remember more details. Be sure that the person him/her self is the final authority about what he/she thought and felt.

Then go through the Step 2 process you did with the sample thinking report.

Good. Now let's do Step 2. Let's try to find 1 thought, 1 feeling, and 1 attitude or belief that had a lot to do with leading [this person's name] to do their behavior.

- Start by asking the person if they see any particular thoughts that led them to do what they did do.

- Then ask the class if they see any other thoughts or feelings that might have played a part. Encourage speculation, but make it clear that they are just guessing.

The person him/her self is the only person who really knows how their thinking worked.

- Then go back to the person and ask them to pick out the thought or thoughts that they think had most to do with leading them to do what they did. Have them explain how it worked, but don't make them defend their choice. They are the final authority. Circle the thought or thoughts they pick out.

Then do the same with the feelings:

- Ask the person to identify feelings that led to their behavior.

- Then ask the class. Have them explain how they think it worked.

- Then ask the person again. They are the final authority. Circle the feeling or feelings they pick out.

Then do the same with the attitudes or beliefs.

- Ask the person.

- Ask the class.

- Ask the person again. They are the final authority. Circle the attitudes or beliefs they pick out.

Remember to reinforce the strict objectivity of the process. There is no blame, and no excuses.

When the first member has done a satisfactory job, go on to another

member. Continue until every member has practiced step 1 and step 2 with a thinking report on a time they broke a rule or hurt someone.

### **Activity 5: Wrap Up**

You have learned how to do Step 2 of Cognitive Self Change. You have each picked out 1 key thought, 1 key feeling, and 1 key attitude or belief that led you to break a rule or hurt someone in the past. By practicing with new situations and new thinking reports you will be able to recognize the thoughts, feelings, and attitudes that have most often led you to break rules or hurt people. These are the thoughts, feelings, and attitudes that are "high risk" for you.

Next time we'll practice doing Step 1, Step 2 and Step 3 together. We'll use the same thinking reports we used today. And we'll take a little time to go back over Step 1 and Step 2. But then we'll go on to imagine new ways of thinking that might have helped us avoid doing the behavior that got us in trouble.

We'll be completely objective about Step 3, just as we have with Steps 1 and 2. No one will make judgments of good or bad or what we should or shouldn't do. And no one will tell you how you should think. We'll just practice thinking of new ways of thinking that would lead to doing different behaviors.

### Activity 6: Assign Homework



Write a thinking report about a recent or past time when you broke a rule or hurt someone.

***Note: Keep 1 T.R. on chart paper to use in Lesson 8.***



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## Finding New Thinking

### SUMMARY AND RATIONALE:

Step three of Cognitive Self Change consists of finding new thinking that reduces the risk in our old thinking. This lesson teaches the first part of Step three: *identifying new thinking we could use*. Note that Step three is not complete until this new thinking is actually practiced. Comprehensive practice of new thinking will come with the application of Problem Solving and Social Skills.

### CONCEPTS AND DEFINITIONS:

**Intervention:** New thinking that reduces the risk of doing something hurtful or criminal.

### OBJECTIVES:

As a result of this session, participants will:

1. be able to identify new thoughts and feelings that will avoid the risk in their old thinking.
2. continue to develop skill in observing their thoughts and feelings (step 1) and recognizing the risk in their thoughts and feelings (step 2).

### MAJOR ACTIVITIES:

1. Homework review
2. Overview of Lesson
3. The participants practice steps 1, 2, and 3 based on the sample thinking report presented in Lesson 6
4. Individual group members practice steps 1, 2, and 3 based on Thinking Reports of their own when they broke a rule or hurt someone
5. Participants role play their new ways of thinking
6. Wrap up
7. Assign Homework

### SUPPLEMENTS:

- Overhead Transparencies:
  - Cognitive Self Change (see Lesson 5)
  - New Thinking
- Handouts:
  - Homework - Thinking Report Form (from Lesson 6)

### EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking Tape

# Lesson

## CORE CONTENT

### Activity 1: Homework Review

### Activity 2: Overview



We have practiced the first two steps of Cognitive Self Change.

Today we're going to practice doing Step three. We're going to think of new thinking to use in place of the thinking that got us into trouble. We'll practice the situations and thinking reports we did in the last group. It's too late to change what we did or what we thought in these situations. But we can imagine what thinking we could have used that might have helped us avoid getting into trouble.

Remember, we're completely *objective, without judging right and wrong*. We're just looking for new ways of thinking that would have led to different consequences.

## NOTES

Have each participant read Thinking Report from homework from Lesson 7.

Keep it objective and simple. Allow discussion only to clarify the meaning of each report. As a norm, each person should complete their report within one minute.

Ask a volunteer to define what these steps are. Then ask another volunteer to define Step three.

Now display the overhead of the 3 steps.



#### Cognitive Self Change

1. Pay attention to our thoughts and feelings.
2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
3. Use new thinking that reduces that risk.

Lesson 5

OH #2  
Our Thinking Controls Our Behavior

**Activity 3: The participants practice steps 1, 2, and 3 based on the sample thinking report**

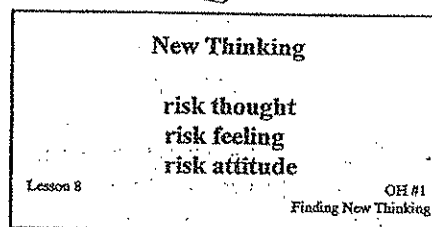
First, let's start with the example we used before.

We have identified some "key thinking" that put this person at risk of breaking the rules.

We see the thinking and feeling that led this person to break the rule. Now we need to find some new thinking that would have reduced his risk of breaking the rule.

Present this thinking report and review the particular thinking and feelings the class identified as leading this person to break the rules. ("I was in trouble for being out of area.")

List one key thought, one key attitudes, and one key feeling that the class identified as risky in the previous lesson.



Lead a "brainstorm" session. Get members to think of as many new thoughts and beliefs and attitudes as they can. Explain that a brainstorm is to practice creative thinking. Even unrealistic ideas count in a brainstorm.

List new thoughts beside the identified risk thought. Do the same with the risk feeling and the risk attitude.

After an extensive list has been made, ask the group to go back and evaluate which of the suggestions are the most realistic and the most practical.

Ask them which new thoughts, etc. would be most realistic and most practical for themselves, personally.

When they have done this and understood it:

OK, Good job. It's not real hard to think of new thoughts that would have changed what we did in a given situation. Whether we would really want to think these new thoughts is a different question. Maybe we would and maybe we wouldn't. But that's not the point of what we are learning right now. Right now we're just practicing the mechanics of Cognitive Self Change. We're doing the 3 steps.

**Activity 4: Members practice steps 1, 2, and 3 based on their own Thinking Reports**

Now let's practice with ourselves.

Ask a member of the group to present their thinking report. Use the same report they presented at the last group meeting.

Review the report and point out the particular thinking that was already identified as leading the person to do the behavior that they did. Make a point of clearly performing Step 1 (reviewing the content of the report) and Step 2 (identifying the risk thinking) before you proceed to Step 3.

*Do Step 3 by using the following process:*

*1) Ask the person if they can think of new thoughts they could have used that would probably not have led them to do what they did. Write down these new thoughts on a flip chart.*

*2) Then ask the class members if they can think of any other thoughts, beliefs, or attitudes that might have avoided the behavior. Write these down on the same flip chart.*

Then ask each group member to identify which of these possible new thoughts would be most realistic and most practical for themselves personally.

*3) Finally, ask the person who gave the report which new thoughts would be most realistic and most practical for him/her.*

When the process has been done satisfactorily:

Good job. This is exactly how we can find new thinking to change the ways we act. It's not hard to find new ways of thinking that work for us, but it takes practice. Our old ways of thinking can be so much a habit that—at first—we find it hard to think of any new ways of thinking.

#### **Activity 5: Members Role Play their new Thinking**

But to finish Step 3 we need to put our new thinking into practice. We can start that by doing practice scenarios in group. Then we can

take our new thinking into the world and find places to practice using it there.

Let's do a practice scenario of [student's name]'s new thinking.

Set up a brief scenario. Use the original scene in which this student actually performed a hurtful or rule-breaking behavior. Use other students. Take a part yourself.

Explain that the scenario will consist of the person re-enacting the scene, up to the point that his risk thinking begins to appear in his mind. At that point he is to deliberately force himself to think the new "intervention thoughts" identified in the exercise above.

Then he is to continue the scenario based on this new thinking.

Have the student speak his old and new thinking out loud so everyone can hear his thoughts. He can touch his hand to his head to indicate that he is speaking his thoughts.

**Make it simple.**

Then review the process. Ask: How did it feel to do the scenario this way? Do you think you could really use your new thinking in a situation like this one? Do you think you should change your intervention thoughts a little bit to make them more practical?

Emphasize that it takes practice to get good at using new "intervention" thinking. The purpose of the first practice

scenarios is not to master the new thinking, but just to try it on for size.

This is just practice for now. Eventually we will learn to do the 3 steps in real life, in the middle of real life situations. But right now we're just learning how to do the steps.

Go on to another member of the group, repeating the process as with the first member.

As members get more practice it's possible to spend less time with each particular example. But be sure in every example that each member clearly understands the process.

Continue until every member has practiced step 3 with their own thinking report, including the scenario practice of their new thinking.

Ask a volunteer to define the 3 Steps of Cognitive Self Change. Be sure they get it right.

### Activity 6: Wrap Up

Next time we are going to continue practicing the 3 steps. Only we are going to be looking at new situations, not situations from the past. After we do that for another meeting or two, we'll go on to the next section of the program, which is Social Skills. We'll find that Social Skills gives us additional tools/skills to use in situations with others.



But for now, we'll practice the 3 steps of Cognitive Self Change on real life situations that happen now.

### Activity 7: Assign Homework



Watch for situations between now and the next class where you feel some degree of tension or stress or conflict. Do a Thinking Report on the situation. Identify key thoughts, feelings and beliefs that put you at-risk for getting in trouble.

We'll practice working with these situations in our next class.

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## Using Thinking Check Ins

### SUMMARY AND RATIONALE:

The three Steps of Cognitive Self Change can be practiced in a brief form. This Lesson introduces the brief process of "Thinking Check Ins." A thinking check in is based on each student reporting a situation in which they experienced some degree of risk. The check in consists of a brief report of the situation, followed by a brief report of the thoughts and feelings they had, followed by identification of the risk in those thoughts and feelings, followed by a description of the new thinking they used (or could have used, depending on their level of competence) to reduce their risk of doing something hurtful or criminal.

In other words, a thinking check in is a performance of all 3 Steps of Cognitive Self Change. A complete thinking check in (when new thinking has actually been used) is the complete process of Cognitive Self Change in miniature. We use thinking check ins to begin future lessons.

### CONCEPTS AND DEFINITIONS:

**Thinking Check In:** A brief report of a risk situation and the application of the 3 Steps of Cognitive Self Change to that situation.

### OBJECTIVES:

As a result of this session, students will:

1. learn the technique of doing brief self reports (thinking check ins) as a way of practicing and reinforcing the three steps of Cognitive Self Change in their every day life.
2. continue to develop skill in objective self observation.

### MAJOR ACTIVITIES:

1. Go directly to the overview (Activity 2) Homework is reviewed as part of the body of this lesson in Activity three
2. Overview of lesson
3. Participants practice self report thinking check ins based on their homework assignment
4. Wrap up
5. Assign Homework

### SUPPLEMENTS:

- Overhead Transparencies:  
Thinking Check Ins
- Handouts:  
Homework

### EQUIPMENT:

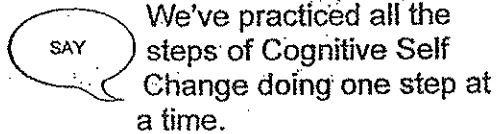
- Easel with Chart Paper
- Markers
- Masking Tape

# LESSON

## CORE CONTENT

### Activity 1: Thinking Check in and Homework Review

### Activity 2: Lesson Overview



Now we're going to practice doing all 3 steps together. In groups from now on, we'll start our groups by reporting on a situation and then going through the 3 Steps based on that situation. We call this process a "check in".

With a little practice, a "check in" can be done in 2 or 3 minutes. At first we'll take more time to be sure we get the steps right.

### Activity 3: Participants practice Thinking Check Ins based upon their homework assignment.

For homework, I asked you to watch for situations when you felt some degree of stress or conflict. These kinds of situations are risky for most

## NOTES

Homework is reviewed as part of Activity 3. Proceed directly to Activity 2.

Ask a volunteer to define the 3 Steps of Cognitive Self Change.



### Check Ins

- Present a short thinking report.
- Identify risk thoughts, feelings, attitudes/beliefs.
- Identify new thinking you used or could have used to reduce the risk.

Lesson 9

OH #1  
Using Thinking Check Ins

Have members of the group review the parts of a "check in". Ask them to identify how a "check in" is like the 3 steps of self change.

Pick a group member to begin.

people. They tend to bring out thoughts and feelings that have the potential of leading to trouble.

So let's use these examples to practice doing check ins.

Start with step 1. Get a brief clear statement of the situation.

Then ask him/her to do step 2. Get a clear objective report of their thoughts and feelings. Don't elaborate the report into a full-fledged thinking report. This step of a check in is a sketch rather than a full portrait.

Then ask the person to identify and explain the risk in these thoughts and feelings. Remind them that risk means risk of leading them to do something hurtful or irresponsible. And make it clear that risk means any degree of risk at all, even very slight. Be prepared to point out that in a given situation there may be no chance that they would act hurtfully or break a rule because of particular circumstance (such as a policeman standing nearby watching you). But the risk might still be there in your thoughts and feelings. In different circumstances these same thoughts and feelings might lead to doing something hurtful. This is what risk means.

Ask the group to help identify risk in this person's thoughts and feelings. It is very important to actively engage the whole group in each member's check in. Every member of the group should learn

to be a "co-facilitator" of the process.

Then ask the person to identify new thinking that would have reduced this risk.

At this point, members need to start imagining new thinking. They need to recognize that there is always more than one way of thinking about a situation, and that different ways of thinking lead to different behaviors and different consequences. They are not expected at this point to be putting these new ways of thinking into practice. Right now, we're just breaking the ground.

At this level of practice, the priority of attention should be on step 1: a clear and objective report of thoughts and feelings. The second priority is step 2: recognizing the risk in those thoughts and feelings. Step 3 (finding new thinking to reduce that risk) is the last priority. Step 3 will be developed fully only after the next two sections of the program: Problem Solving and Social Skills. These sections teach important new ways of thinking that clients can use in place of their old, destructive ways of thinking.

Continue until each member has presented their check in.

#### Activity 4: Wrap Up

Good job. You have learned how to do all 3 of the steps of Cognitive Self Change. With more practice you will be able to identify the risk in

your thinking and make changes in that thinking right on the spot—while the situation is actually going on.

We'll practice doing check-ins at the beginning of our group meetings.

The next group will begin the next main section of the program: Social Skills. In Social Skills we will learn a series of simple steps for dealing with a whole lot of different kinds of social skills. These steps involve practicing new ways of using social skills.

As we learn and practice social skills, we'll keep doing check-ins based on the 3 steps of Cognitive Self Change.

#### **Activity 5: Assign Homework**



Between now and the next group I want you to watch for times where you have thoughts and feelings that have some risk for you. Remember that risk can be very high risk or very low risk. Look for risk in your thinking at every degree of risk. The ability to notice even very slight degrees of risk in our thinking is one of the most important skills in the program.

Do two short thinking reports on situations when you experience risk thinking.

Pay attention to your thoughts and feelings and notice every instance of risk in your thoughts and feelings.

**B. Problem Solving**

This Section of the program will focus on the 6-step problem solving format utilized in Thinking For a Change Cognitive/Behavioral Program.

**PROGRAM MATERIALS**

1. Individuals will complete Lessons 16-21 of the Thinking For A Change Cognitive /Behavioral Program
  - A. Lesson 16 – Introduction to Problem Solving
  - B. Lesson 17 – Step 1 – Stop and Think
  - C. Lesson 18 – Step 2 – Problem Description
  - D. Lesson 19 – Step 3 – Getting Information
  - F. Lesson 20 – Step 4 – Choices and Consequences
  - G. Lesson 21 – Step 5 – Chose, Plan, Do



## Introduction to Problem Solving

### SUMMARY AND RATIONALE:

This is the introductory lesson to Problem Solving. The steps of problem solving are a tool participants can use to change their old ways of thinking and acting patterns that get them into trouble.

Problem Solving in this program is designed to integrate the skills of Cognitive Self Change (lesson 5-9) and Social Skills (lesson 10-15). By mastering the steps of Problem Solving participants will also be using Cognitive Self Change and Social Skills.

In this session we introduce the Conflict Cycle and the 6 steps of Problem Solving.

### CONCEPTS AND DEFINITIONS:

**The Conflict Cycle** is a cycle of thoughts, feelings, beliefs, actions and reactions that increase and escalate problem situations (see Conflict Cycle supplement). The goal of problem solving is to escape the conflict cycle and perform constructive problem solutions.

**Problem Solving** is defined in this program by the following 6 steps:

1. Stop and think.
2. Describe the problem.
3. Get information to set a goal.
4. Consider choices and consequences.
5. Choose, plan, do
6. Evaluate

**Time to think problems** are problems where we have plenty of time to reflect and plan a solution.

**In your face problems** are problems where we are under pressure to respond right away.

#### **OBJECTIVES:**

As a result of this session participants will:

1. understand the Conflict Cycle and describe a conflict situation in terms of the Conflict Cycle.
2. understand the 6 steps of problem solving and apply these steps to a realistic problem situation.

#### **MAJOR ACTIVITIES:**

1. Thinking Check In and Homework Review
2. Overview of lesson
3. Show film clip from The Breakfast Club
4. Apply the Conflict Cycle to the film scenario
5. Apply the 6 steps of Problem Solving to the film scenario
6. Wrap up
7. Homework

### SUPPLEMENTS:

- Overhead Transparencies:
  - Conflict Cycle
  - 6 Steps of Problem Solving (graphic)
- Handouts:
  - Conflict Cycle
  - Problem Solving Steps (graphic)
  - Problem Solving Steps (without graphics)
  - Homework
- *The Breakfast Club* movie  
(Rent it at your local video store)

### EQUIPMENT:

- Overhead projector
- Easel with Chart Paper
- Markers
- VCR and monitor

# LESSON

## CORE CONTENT

## NOTES

### Activity 1: Thinking Check In and Homework Review

Have each person report on their Social Skill homework.

Collect the Homework Sheets to review their practice of the Social Skill (Dealing With An Accusation) later.

### Activity 2. Overview of Lesson



Today we begin a new section of the program. It's called Problem

Solving. Problem Solving is a skill we can use to deal with all kinds of problems. In this program we learn Problems Solving by doing 6 steps. To do these steps we will make use of the skills we've already learned in the Cognitive Self Change lessons and the Social Skills lessons.

Show course organizer. (See Lesson 1.)

To begin with we're going to look at how our ways of responding to problems can actually make things worse. This is called the Conflict Cycle.

Let's look at an example of a problem situation where the problem goes from bad to worse. This is a scene from the movie, *The Breakfast Club*.

In this scene you will see a small group of teenagers who are doing a Saturday detention in their high school library. In this scene there

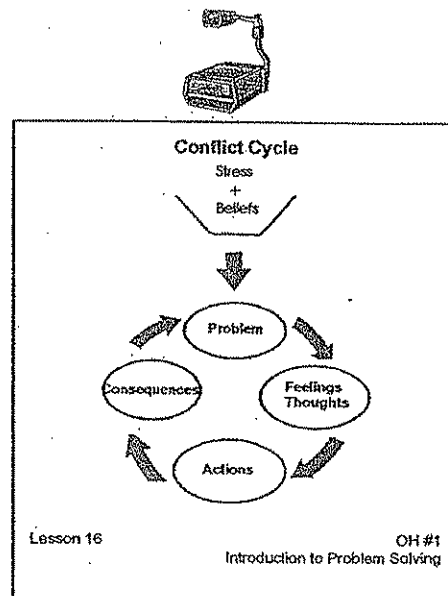
are two main characters - Bender, one of the students, and Verne, the principal in charge of the detention. The rules laid down by Verne for the students are no talking and stay in your seat.

**Activity 3: Show film clip from the Breakfast Club.**

**Activity 4: Apply the Conflict Cycle to the film scenario.**

Let's use this scene to explore the Conflict Cycle. Let's start at the top. Stress can be both internal and external.

Display Lesson 16 OH #1. Pass out the Conflict Cycle handout.



Be clear that you are talking about the final stage of the conflict when Bender looks Verne in the face and says, "Eat my shorts."

Discussion is to follow step-by-step through the 5 stages of the Conflict Cycle.

Note the progress of the discussion on the Conflict Cycle chart.

What stress was Bender feeling?

Possible answers - he was spending Saturday in detention, this confrontation was taking place in front of other students, Verne is in his face.

What beliefs do you think Bender has that fueled this confrontation?

Possible answers - that he has to look tough in front of the other students, he has to have the last word, being quiet means being weak.

Based on Bender's stress and beliefs, how would Bender describe the problem?

Possible answers - Verne is trying to put me down in front of the others. Verne hates me. Verne is taking his anger out on me.

What do you think Bender was feeling when Verne was in his face, pointing a finger at him?

Possible answers - embarrassed, angry, challenged.

What thoughts do you think might have been going through Bender's head?

Possible answers - "He can't do this to me." "I'll show him."

What action did Bender take? Was it impulsive or well-thought out?

Possible answers - Looked Verne in the face and said, "Eat my shorts." It was not well-thought out.

What were the consequences?

Possible answer - More detentions.

Bender now has more problems than when he started. He lost the confrontation, he has more detentions, Verne is very angry. Bender's stress increases and he has more problems than when he started.

The key to solving problems is to be able to use your head rather than let your emotions take over. We all have habits and impulses that get us into trouble. It is possible to interrupt the conflict

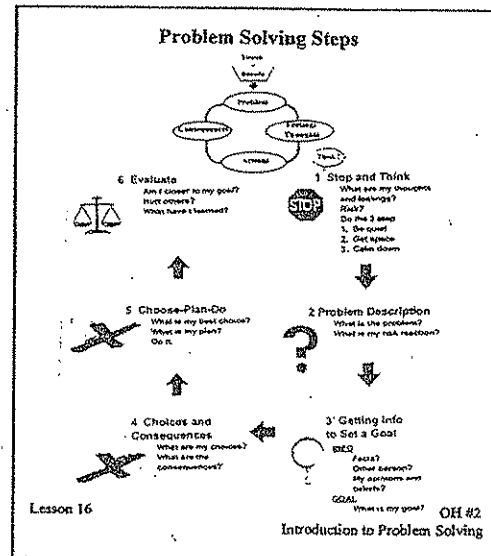
cycle between thoughts and feeling and actions that allow for choices to be made rather than impulses taking over or doing what we do by habit.

One of the keys to problem solving is to control our thinking. That gives us power and lets us decide what will happen. Bender gave up his power to Verne. The goal of problem solving is to interrupt the conflict cycle so the problem can be resolved in a way that creates less stress and tension for you.

We will explore what Bender could have done to make a better decision so he would not end up with lots of detentions.

**Activity 5: Apply the 6 Steps of Problem Solving to the Film Scenario.**

Display Problem Solving Steps (graphic) OH #2. Pass out the handout of the Problem Solving Steps.



### Step 1: Stop and Think

In this program we use a simple formula to help us **stop and think**. The formula is to ask yourself, 1) What am I feeling and thinking right now?, and 2) How could my thoughts and feelings lead to making things worse?

Make a chart and write in key information. You will use this later to help you model the Problem Solving Steps.



Step 6: Evaluate	Step 1: Stop & Think
Step 5: Choose, Plan, Do	Step 2: Problem Description
Step 4: Choices & Consequences	Step 3: Get Information to Set a Goal

These 2 questions are a lot like the steps of Cognitive Self Change, aren't they? Now we're using these Cognitive Self Change steps to get us started on the steps of Problem Solving.

We also use another formula to help us stop and think. This is called the **3-Step**. The 3-Step is 1) Be quiet, 2) Get some space, and 3) Calm down (by thinking a calming thought and taking a deep breath).

Let's look at how we can apply the Stop and Think Step to Bender's situation.

Remember we are looking at the few seconds between Bender saying, "Eat my shorts." under his breath and Verne saying "What did you say?" and Bender's next move. This is the last chance Bender had to tone down the conflict.



We have already discussed the warning thoughts and feelings that Bender was having. These thoughts and feelings can serve as warning signs that Bender is in a problem situation and about to lose control. Thoughts and feelings are warning signs; we also have physical signs that tell us we are upset, like a pounding heart, tense muscles, etc.

What physical signs do you think Bender was having? These signs can be used to trigger a thinking rather than an emotional response. They can tell us to **Stop and Think**.

How did Bender's thoughts and feelings lead him to do something to make things worse?

What could Bender have done to get himself to stop and think?

What could he have thought that would have helped him stop and think?

Not all problems are like the one between Verne and Bender. In some problem situations we have lots of time to think about them, like not having enough money to pay bills, issues in raising a child, etc. In those situations there is a lot of time to think them through. It is even easier to apply these steps in "time to think" problems.

We call the problems where we have plenty of time to think, "time to think" problems. We call

Possible answers - pounding heart, dry throat, tight stomach.

Possible answer - His thoughts fueled his anger.

Possible answers - Take a deep breath, be quiet.

Possible answers - It's not worth it, stay cool, don't give your power away.

problems that demand a respond right now, "in your face" problems.

### Step 2: Problem Description

The next step in problem solving is to describe the problem being sure you put yourself in the problem rather than describing the problem by blaming others. The best problem statements begin with I - even if you didn't start the problem. You want to describe the problem as objectively as possible - something like the situation description in a thinking report. You also want to note what your risk reaction is. This is a way to interfere with risk reactions that get you into trouble. We have a formula for problem descriptions.

Let's try to figure out a problem statement for Bender.

What do you think he is feeling?

What is an objective description of the situation?

What do you think Bender's risk reaction is? Now let's put this as a Problem Description using the formula.

**Step 3: Get Information to Set a Goal** The next step is information gathering. Why do you want to



#### Problem Description

- a) I feel/think/am \_\_\_\_\_.
- b) Because \_\_\_\_\_.
- c) My risk is to react by \_\_\_\_\_.

Sample answers: I feel angry because Verne is in my face with the others watching. My risk is to react by fighting back.

I feel embarrassed because Verne is calling me names and pointing is finger at me. My risk is to react by showing him that he can't put me down.

gather information as part of problem solving?

In this step we look for 3 different kinds of information. See if you can tell why these 3 kinds of information are important. The 3 kinds of information are:



- 1) the facts
- 2) others thoughts and feelings
- 3) my own beliefs and opinions

Let's start with the facts. Facts are things that have happened and statements that are provable. For example, it is a fact that the conflict between Bender and Verne took place in the library. What are some other facts?

There are other students in the room. Bender took the screw.

OK, now what are some of the other peoples' thoughts and feelings? What do you think Verne is thinking and feelings?

Angry.  
Feels put on the spot.

OK, now what do you think are Bender's opinions and beliefs in this situation?

Get attention.  
Look tough in front of the others.

Good, we've looked at all 3 kinds of information for this particular problem. Now let's use this information to help us set a goal for Bender.

We want to write a goal statement to solve the problem we described in Step 2. A good goal statement should be realistic and positive, and should say what it is we want in the situation.

A goal statement can just say what it is we want, or it can say what we want and also what we want to avoid.

What would be a good goal statement for Bender?

Example goal statement: I want to save face without getting more detention.

**Step 4: Choices and Consequences** Choices and Consequences is a crucial step in the problem solving process. The more choices you can think of, the better chance you have of coming up with something that will get you to your goal. You have *two* kinds of choices, *what you choose to think* and *what you choose to do*.



1. Thinking choices
2. Action choices

Let's replay the confrontation between Bender and Verne. I will stop the clip at the last point Bender had to stay out of trouble.

Stop the clip after Bender says, "Eat my shorts." and Verne says, "What did you say?"

Let's start with thinking choices.

What are some things Bender can choose to think?

What actions can Bender take?

Now let's look at the consequences for each choice for Bender and for Verne.

**Step 5: Choose, Plan, Do**  
**Choose** - Now that we have come up with a lot of choices for Bender we want to pick the best one. The one that gets him closest to his goal.

Go through and eliminate the most obvious bad choices based on the goal.

Make sure to have participants choose both a thinking choice and action choice. Choose the action choice first then pick a thinking choice that supports it.

**Plan** - Now we need to come up with a plan, what will Bender say and do?

**Do** - Now I will play Bender and follow the problem solving steps. Watch me and see how I do.

Solicit ideas from participants. Put them on chart paper numbered in specific steps.

Model - 'think aloud' Starting with Step 1, model going through the Steps using think aloud. Give each participant a problem solving step to watch for.

One facilitator plays Bender and one plays Verne. Verne stays in front of Bender and says, "You aren't fooling anyone, Bender. The last screw that falls out is you." Bender, "Eat my shorts." Verne says, "What did you say?" Bender now does a think aloud up to Step 4. At Step 4 ask participants to feed you ideas from the chart. Then enact the plan.

**Step 6: Evaluate** Did the plan work?

Is Bender closer to his goal?

If we helped Bender think through this conflict, what might he learn?

Discuss how well they thought the plan worked.

Possible answers - That he doesn't have to mouth off. That he can control himself if he wants to.

### **Activity 6: Wrap Up**

We have done all 6 of the problem solving steps. In the next 5 classes we will go back and practice them one step at a time. But the steps we just did with Bender are all the steps of Problem Solving.

Can you see how using these steps can help us make better decisions?

Encourage discussion on the problem solving steps.

## Activity 7: Assign Homework



For the next class I want you to watch for situations where you could use the steps of Problem Solving.

Your assignment is to pick one problem situation, and do the first part of the Stop and Think step. Do you remember what that is? I want you to identify your thoughts and feelings and also how these thoughts and feelings might lead to making the problem worse.